**Unit Planning Guide: Grade 5 Unit 3 of \_\_\_**

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| Unit Title: Poetry | Pacing (Duration of Unit): 6 weeks |
| Grade:5 | Buffer Day(s): |

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| **Desired Results** |

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| **Transfer Goals** |
| *Students will be able to independently use their learning to:*   1. Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods. 2. Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes 3. Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations. 4. Communicate ideas effectively in writing to suit a particular audience and purpose 5. Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes 6. Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts 7. Develop the habit of reading for enjoyment |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**  **RL.5.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a topic; summarize text.**  **RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.**  **RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**  **RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**  **RF 5.4c: Use context to confirm or self-correct word-recognition and understanding, rereading as necessary**  **W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information**   * **(a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.** * **(b) Provide logically ordered reasons that are supported by facts and details.** * **(c) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).** * **(d) Provide a concluding statement or section related to the opinion presented.**   **SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence**  **SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**  L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * (a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. * (b) Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.     L.5.4c Consult reference materials (dictionaries, thesauruses, glossaries), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases**.**  **L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**   * **(a) Interpret figurative language, including similes and metaphors, in context.** * **(b) Recognize and explain the meaning of common idioms, adages, and proverbs.** * **(c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.** | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.  **WiDA Standards (ELL)**  To be completed in collaboration with the ELL Department |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)   1. Poetry is comprised of many different conventions and poetic devices 2. Poetic convention and poetic devices help a poet convey different meanings in their poems 3. Poems can be taken literally but also are often not literal in meaning 4. Students need to be able to apply their knowledge of these conventions and devices to help them interpret and comprehend the poem (comprehension via what the poet intended as the ultimate meaning… NOT what we simply think is the meaning of the poem)   plus whatever we’re getting at with opinion writing... | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   1. How does personal experience effect a character’s point of view? |
| 1. **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently. 2. *Students will know …* 3. Culture is effected by community, location and common ideas to find similarities and differences between cultures 4. Personification helps students infer meaning in text using figurative language 5. Perspective changes with a character’s point of view 6. Point of View can be first or third person and affects the mood of the story 7. Sound Imagery is created through sensory language 8. Author’s Purpose is conveyed though a style of writing 9. Persuasive is a style of writing that presents and opinion 10. Entertainment is a style of writing that makes the text enjoyable to the reader 11. Informative is a style of writing that helps the reader learn new information 12. Trickster Tale is genre that teaches us about theme often using personification | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  *Students will be skilled at:*   * Comparing and contrasting fiction and non-fiction books about a specific topic by quoting accurately from the text. * Finding similarities and differences in stories from various cultures. * Creating multimedia presentation based on information drawn from various sources. * Summarizing and evaluating the content and structure of a classmate’s presentation, evaluating how well they support their claims. * Defining related words and identifying their parts of speech (e.g. nation, national, nationality, nationwide, culture, cultural, cultivate, etc. ) |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |